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ABSTRACT

A 6-day gender role workshop for adult men and women is described using current theory and research. The principle concepts discussed in the workshop were adult gender role journeys, gender role transitions, and gender role conflicts. The workshop's curriculum and process are described, including workshop themes, lectures, media, and structured group activities. Systematic follow-up evaluations of participants (N=82) in three separate workshops are reported. Participants' personal and professional reactions to the workshop are reported for each day of the workshop, immediately following the workshop, 1 and 3 months after the workshop, and 1 and 2 years after the workshop. These evaluations provide insights into participants' reactions to the workshop's content and process. Results are discussed which showed that participants were affected personally and professionally over the multiple time periods. Limitations of evaluation data presented and implications for counselors implementing future workshops are discussed. (Author/NB)

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Evaluation of Gender Role Workshop:

Three Years of Follow-up Data

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This manuscript was presented at the 95th Annual Convention of the American Psychological Association, September 1, 1987, New York City, New York. Copies of the 76 page workshop manual used to implement the workshops can be obtained by writing the first author at the following address: Center for Social and Gender Role Change, Box 1019, South Windsor, Ct. 06268. Please enclose $14.00 to cover cost and mailing.

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ABSTRACT

A six day gender role workshop for adult men and women is described using current theory and research. The principle concepts discussed in the workshop were adult's gender role journies, gender role transitions, and gender role conflicts. The workshop's curriculum and process are described including workshop themes, lectures, media, and structured group activities. Systematic follow-up evaluations of participants (N=8_) in three separate workshops are reported using Likert scaled questions. Participants' personal and professional reactions to the workshop are reported over the following six time periods: each day of the workshop; immediately following the workshop; one and three months after the workshop; one and two years after the workshop. These evaluations provide insights into participants' reactions to the workshop's content and process. Results indicate participants were affected personally and professionally over the multiple time periods. Limitations of evaluation data presented and implications for counselors implementing future workshop are discussed.

Evaluation of Gender Role Workshop:
Three Years of Follow-up Data

Over the last two decades, research and theory have increased our knowledge about the psychology of gender roles. As knowledge accumulates, this information can be adapted to therapeutic workshops for adults experiencing gender role change. Therapeutic settings exploring changing gender roles are justified on professional, political, and personal fronts. Professionally, counselors and psychologists have denounced sexism, sex bias, and restrictive gender role socialization (Gardner, 1971; Harmon, 1973; Harmon, Birk, Fitzgerald & Tanney, 1978; Hill et. al., 1979; Scher, 1981; Skovholt, Gormally, Schauble, & Davis, 1978). Furthermore, relationships between gender roles and family violence (Finn, 1986), rape (Russell, 1984), and child sexual abuse (Finkelhor, 1984) have been given increased attention in the social-psychological literature. Politically, the Men's, Women's, and Feminist's movements have identified sexism and restrictive gender roles as mental health issues for both men and women. Moreover, just identifying these political and mental health issues is insufficient to enhance the quality of men's and women's relationships. Personally, gender role conflict and anger about sexism is a reality in people's lives. Some people experience gender role conflicts internally with confusion and limited support. For others, the negative emotion is "out in the open" and destructively expressed at others. Some individuals have difficulty labeling emotions activated by gender role change. Others may be unaware of (or deny) the effects of sexism, believing that rigid, sex-segregated roles stabilize individuals and therefore the rest of society. Some individuals have unexpressed childhood pain around gender role conflict and suffer in silence. Counselors can help adults experiencing pain from sexism and conflicting gender roles by developing educational programs and workshops.

A recent literature review found few workshops for both men and women to discuss changing gender roles in a common setting. This manuscript describes a six day, 36 hour workshop designed to help adults discuss and analyze their gender role socialization and conflict. Our focus is the workshop's design, content, process, and multiple evaluations. The workshop participants' reactions to the workshop are reported and the implications of preventing sexism (Albee, 1981) are discussed.

The workshops were conceptualized on the basis that there is gender role change and transitions (Block, 1973, 1984; Moreland, 1980; Levinson, et al, 1978; Rebecca, Hefner, Olenshansky, 1976), as well as formulations about adult gender role conflict (Garnets & Pleck, 1978; O'Neil, 1981; O'Neil, Helms, Gable, David, & Wrightsman, 1986; Pleck, 1981; Skovholt, et al., 1978). Before developing the workshop, it was assumed that adults need to talk with each other about sexism and gender role conflicts as part of the healing process. In other words, it was assumed that alliances between men and women have potential to reduce sexism in people's relationships. Birk (1981) expressed our views, by closing the special issue of Counseling Males, (Scher, 1981) indicating that:

> "Sex role restrictions, conflicts and strains are not phenomena that one sex experiences from victimization by the other. Women collude in women's oppression as men collude in men's oppression. Men have some part to play in stereotyping women as women are part of the perpetuation of male stereotypes. The dynamics and need fulfillments of such complex interactions cannot possibly be diagnosed and understood by one sex in isolation from the other. If those of us who by occupation are committed to the service of understanding and conflict resolution are unwilling to examine such issues in a spirit of alliance, who will?" (Birk, 1981 p. 262).

Alliances between men and women, that reduce the personal effects of sexism, was one theme established early in the workshop. Additionally, it was assumed that

discussions about gender roles and sexism might be difficult, dynamic, and emotional. Careful planning was considered essential to develop content and structured activities that would allow adults to positively dialogue about gender roles. As we developed the workshop, six principles guided the workshop content and process including: 1) Adults are struggling to integrate new definitions of gender roles as they face life events, 2) Varying degrees of consciousness exist about the negative aspects of gender roles and sexism, 3) Adults need an expanded "gender role vocabulary" to express their thoughts, attitudes, and feelings on changing gender roles, 4) As adults become aware of sexism, there can be conflicts, strains, and negative emotions, 5) Adults can understand gender role conflict as gender role journies on a continuum and in phases, 6) Dialogue about gender role socialization and sexism can be constructive and nonviolent if there is a commitment to mutual support and understanding.

The gender role workshops emphasized application of gender role theory and research, personal assessment of gender role conflict and the prevention of sexism (Albee, 1981). A needs assessment was conducted before the workshops to ascertain participants' needs, expectancies, and attitudes and were used to plan the workshop. Additionally, systematic evaluations of the participant's reactions to the workshop were gathered over four time periods and are reported in a later section. The workshop used media (music, movie clips, music videos, and transparencies) to stimulate personal feelings and self exploration. Provocative gender role and human issues were highlighted using the following artist's music or music videos: Bruce Springsteen, Holly Near, John Lennon and Yoko Ono, Simon and Garfunkel, Marvin Gaye, The Hollies, Diana Ross, Dionne Warwick, Julie Brown, J. S. Bach, and Vivaldi. Movie clips from the following movies were used to demonstrate human tension around sexism and gender role conflict: On Golden Pond, Nine to Five, Tootsie, Superman III, Ordinary People, and Kramer vs. Kramer. Participants could personalize their gender role issues by observing real life

dramas of sexism and changing gender roles from recent movies. Also, a workshop manual collated all lecture materials, media, handouts, and material used in the workshop to guide participants' learning (O'Neil, 1986). It was hoped that participants would personalize the workshop using the media and concepts in the psychology of gender roles (Basow, 1987; Doyle, 1985; Forisha, 1978; Piel-Cook, 1981; Pleck, 1981; Richmond-Abbott, 1983; Sargent, 1972; Schaffer, 1981).

Theory and Research Justifying The Gender Role Workshop

Theory and research on gender roles and gender role development were reviewed to identify gender role concepts and explore methods to encourage adults to assess their gender role socialization. The theoretical basis for the workshops focused on three concepts: gender role conflicts, gender role transitions, and gender role journies. Each are briefly discussed below.

Gender Role Conflict

Gender role conflict is a psychological state where gender roles have negative consequences or impact on the person or others. The ultimate outcome of this conflict is the restriction of the person's human potential or the restriction of someone else's potential. Gender role conflict occurs when rigid, sexist, or restrictive gender roles, learned during socialization, result in the personal restriction or devaluation of others or self (O'Neil, 1981b; 1982; O'Neil, Fishman, Kinsella-Shaw, 1987). One outcome of gender role conflict is gender role strain. This occurs when mental or physical tension is experienced as a result of the expectations and norms of masculinity, femininity, and androgyny. Garnets and Pleck (1979) operationally define sex-role strain "as a discrepancy between the real self and that part of the ideal self-concept that is culturally associated with gender" (p. 278). Sex-role strain is considered an intrapsychic process that can lead to poor psychological adjustment, particularly low

self-esteem. Inflexible sex-role norms can establish standards that do not allow people to freely express themselves (Komarovsky, 1976).

A recent Sex Role Strain (SRS) analysis (Pleck, 1981) provides increased understanding of the negative effects of socialized gender roles. This paradigm states that: 1) violation of gender roles can lead to negative psychological consequences, 2) certain gender-role characteristics are psychologically dysfunctional, 3) both sexes experience strain and conflict because of gender roles. Pleck's paradigm provides a theoretical base to study gender-role conflicts in men and women's lives. Furthermore, gender role conflict can be conceptualized from four overlapping and complex dimensions: cognitions, affective experience, behaviors, and unconscious experience (O'Neil, Helms, Gable, David & Wrightsman, 1986). Cognitive experience of gender-role conflict reflects how we think about our gender roles and aspects of masculinity, femininity, and androgyny. Affective experience of gender-role conflict represents our emotional feelings around our gender-role issues. Behavioral aspects of gender-role conflict includes how we act, respond, and interact with ourselves, and others, around gender-role issues. The unconscious aspects of our gender roles are the intrapsychic and repressed aspects of our gender roles beyond our conscious awareness (O'Neil et. al., 1986).

These dimensions of gender role conflicts were assessed during the workshops as well as the specific sources of conflict over the participant's lifespan. For example, participants were asked to assess gender role conflict as it occurs: (1) <u>within self</u> - gender-role conflict as the private experience of negative emotions and thoughts; (2) <u>from others</u> - gender-role conflict resulting from negative and destructive interpersonal interactions with others; (3) <u>toward others</u> - personal gender-role conflict directed at others. These dimensions established that gender-role conflict can exist within a person, emanate from others, or be expressed towards others (O'Neil, Fishman & Kinsella-Shaw, 1987). Also,

participants were also asked to assess how gender role discrepancies, devaluations, restricitions, and violations (O'Neil & Fishman, 1986) affected them personally and professionally. The workshop was an opportunity to think about personal sexism and gender role conflict.

Gender Role Transitions

This concept defined a way to engage gender role conflict and sexism. Gender role transitions were explained as events and non-events in a person's gender-role development process stimulating changes in gender-role values and self assumptions. Transitions include demonstrations, reevaluations, and integrations of masculinity and femininity over the life span (O'Neil & Fishman, 1986). Gender role transitions were defined as stressful, but also as changes that could positively open up internal parts of a person, expand self definitions, and promote personal exploration and growth. Also, it was established that many adults lack a process to redefine their gender roles and therefore incorporating gender role change can be difficult.

Conceptualizations of gender-role transitions and models of gender-role change were reviewed in the literature to prepare the workshop (Block, 1973, 1984; Moreland, 1980; Levinson, Darrow, Klein, Levinson & McKee, 1978; Rebecca, Hefner, & Olenshansky, 1976). The most specific conceptualization relevant to the gender-role transition process was Block's (1973, 1984) analysis of ego development and sex-role development. Using Loevinger's (1966) ego development stages, Block (1973) extrapolates six stages of sex roles. Stages 3-6 imply that adults actively participate in conforming to sex roles, consequently examine and cope with conflicting notion of sex roles, and finally integrate both masculine and feminine parts of self. These stages captured the notion of the gender role journey and the ongoing struggle of gender role change in the human lifespan.

Gender Role Journey

The gender role journey was the most important concept in the workshops. The gender role journey was presented as a nonthreatening metaphor for examining how gender roles change and how sexism can negatively affect people. The journey involved exploring how masculinity and femininity have affected the person in the past and present (O'Neil, 1986). Reviewing gender socialization experiences and notions of masculinity and femininity were considered essential to begin the gender role journey. Reevaluating gender roles meant to look inward and assess how masculinity and femininity can both enhance and restrict our interpersonal and personal growth. The journey was described as difficult because most people have some investments in restrictive and socialized masculine and feminine roles. The internalization of masculine and feminine roles is a major aspect of human socialization and plays an important role in psychological development. This insight into gender roles is not new but how gender role conflict and sexism limit human potential in interpersonal relationships needs more study and exploration. It remains unclear how gender roles affect family life and violence (Finn, 1986; Scanzoni, 1978) child sexual abuse (Finkelhor, 1984), and rape (Russell, 1984). These social problems were introduced in the workshop to provide a societal context to sexism and gender role conflict.

The gender role journey was described as difficult because of limited vocabulary to describe the different points of departure, resting places, and maps for personal growth and creation. More useful concepts than "macho, wimp, woman's libber, queen bee, real men don't eat quiche" were needed to increase understanding of the gender role journey. A more comprehensive gender role vocabulary was presented to encourage participants to take the gender role journey. Numerous definitions and conceptualizations were presented in the workshop to aid discussion and self exploration (O'Neil, 1986).

The Gender Role Journey Continuum. The workshop process and the gender role journey was conceptualized as a continuum of phases, thoughts, and emotions. The continuum was best described as five phases of gender role growth (O'Neil, 1986). Table 1 shows the phases of the gender role journey continuum.

INSERT TABLE 1 ABOUT HERE

The five phases on the continuum expand on the work of Moreland (1976) and include: (1) acceptance of traditional notions of masculinity and femininity; (2) ambivalence about gender roles; (3) anger; (4) activism; (5) celebration and integration of gender roles. Specific aspects of each phase are enumerated in Figure 1. This continuum helped legitimize the participants' varied view of gender roles and allowed each person to make self assessment early in the workshop.

Stage 1, acceptance of traditional gender roles, implies endorsing high sex type behavior and a restrictive view of gender roles for men and women. Most people experience this stage during early childhood and later adolescence. This phase is the story of most people's early socialization. Archie and Edith Bunker sang about Phase 1 at the beginning of their show, All in the Family, by hoping to return to the "The days when girls were girls and men were men." Many people in this phase believe that gender roles are strictly biologically based and therefore biology is destiny in terms of men and women's roles. Phase 2 implies experiencing dissatisfaction with traditional gender role stereotypes, awareness of how gender roles restrict us, fear of giving up the stereotypes, confusion and vacillation about how to act. Phase 3, consists of anger and emerges when negative emotions occur from awareness of how sexism violates the person and others. Emotions around sexism are internally experienced and openly expressed. Sometimes inappropriate and painful expressions of anger can occur. The anger can also be turned inward causing self devaluation and in extreme forms, self hate.

Anger can be destructively directed at others causing conflict and more problems. Anger, rage, and violence can become blurred during this phase. Clearly, there has been violence and destructive exchanges from both the "New Right" and "the Feminist-Liberation Movements". Yet, anger also can be understood and focused through positive activism and personal growth. Activism, Phase 4, means changing yourself, by integrating the anger through commitments to reduce sexism in oneself, in other people's lives, and in society. This activism can produce conflicts with others and discouragement and anger can be reexperienced without support and opportunities to sort out feelings and regroup. In Phase 5, celebration and integration, the anger has been more fully integrated Sexist people are better understood and there is compassion and continued effort to help others understand sexism and gender role socialization. There is continued activism in educating the public to the psychopathology of sexism (Albee, 1981).

We assumed workshop members could assess themselves in one or more of these five phases on the continuum over the week's time. Also, we expected participants would vacillate among these phases during the workshop as different ideas were presented and dynamics occurred. The continuum allowed participants to make personal assessments of their own feelings, thoughts, and behaviors. It allowed everyones' particular place on the continuum to be acknowledged, recognized, and respected.

Method

Workshop Participants and Leaders

Three evaluations of the same workshops for 82 participants are reported below. Workshop I, II and III were conducted in June, 1985, 1986 and 1987 respectively. Workshop I consisted of 27 adult students pursuing graduate degrees in counseling, teaching, or other helping professions. There were 19 females and 8 males in the workshop with a mean age of 33. The marital status of participants were: 12 married, 9 single, 2 divorced, 2 separated, 1 committed and 1 remarried.

Members of Workshop II consisted of 27 adult students pursuing graduate degrees in education, nursing, and other helping professions. There were 22 females and 5 males in the workshop with a mean age of 38. The marital status of participants were: 15 married, 8 single, 4 divorced. Workshop III consisted of 30 adult students from a varied number of disciplines. There were 22 females and 8 males with a mean age of 36. The marital status of participants were 9 married, 12 single, 3 divorced, 1 remarried, 1 widowed. The leaders of the workshop were one (male) Ph.D. level counseling psychologist, and one (female) master level counselor. The leaders met six times to plan the workshop and immediately after each workshop session to review the day's events and prepare for the next day.

Workshop Description and Curricula

The workshop's title was, "Masculinity, Femininity, and Gender Role Conflict: Implications for the Helping Professions." It was offered as a graduate summer school class at a northeastern university. The workshop was implemented on six consecutive days; three hours in the morning and three hours in the afternoon. The course description read:

> "Intensive review of men's gender role socialization with an emphasis on men's and women's gender role conflict across the life span. Personal and professional implications of gender role conflict for men and women will be presented from an empirical, theoretical, and popular literature perspecitve."

The actual curricula of the workshop are summarized in Figure 1. On the left, five workshop dimensions represent the range of themes

INSERT FIGURE 1 ABOUT HERE

and activities in the workshop. Across the top of Figure 1 are listed the six days of the workshop. Each day new themes were introduced. The following themes

best represent the overall content of the workshop (See Figure 1): Day 1 - Workshop norms, goals, expectancies; the gender role journey; Day 2 - research on sex differences, gender role socialization, stereotyping; Day 3 - patterns of men's and women's gender role conflict; Day 4 - adult life cycle; gender role transitions and themes; Day 5 - family socialization and life; mothers, fathers, sons, and daughters; Day 6 - personal restrictions and devaluations, action plans and goals; summary of workshop, community lunch; closure and goodbyes. The workshop themes were presented using lectures, music-media, structured-experiencial exercises, and small-large group discussions. Concepts, media, and self disclosure were the primary modes of teaching and learning. Reading down vertically in Figure 1, the total day's activities are delineated. More information about the specific content of the lectures, the media used, structured exercises are found in O'Neil (1985) and O'Neil and Roberts-Carroll (1987).

Workshop Materials and Definitions

The workshop syllabus, objectives, transparencies, small group activities and complete evaluation data are collated into a separate source (O'Neil & Roberts Carroll, 1987). Workshop participants were asked to read five manuscripts before the workshop that provided background on gender roles and sexism (Albee, 1981; Kahn, 1984; O'Neil, 1981a, 1981b; O'Neil & Fishman, 1986). Also, a 76-page resource manual (O'Neil, 1987) was published to concisely collate the theoretical and conceptual ideas in the workshop. This manual included a select bibliography used to conceptualize the workshop. The manual also included all transparencies used, course objectives, special readings, course outline, and the media used during the six days. Additionally, 16 workshop definitions provided a comprehensive vocabulary for the participants. Some of the key definitions included violence, sexism, gender role socialization, gender role conflict, gender role transitions, and Feminist.

Workshop Setting, Atmosphere, Schedule

The workshop was held in a carpeted conference room that was both comfortable and private. Participants sat in comfortable armchairs or on the floor. The leaders provided coffee, ice water, mints, fresh cut flowers, and calming music to enhance the learning environment. A library of books on gender roles, Men's and Women's issues, and sexism was assembled in the conference room for student checkout. Face-to-face learning made the workshop environment more conducive to dialogue, cohesiveness, and personal care. Personal feedback, dialogue, and disclosure were given equal value to content and theory. Bathroom breaks were regularly scheduled. The atmosphere was primarily informal but the pace of activities was continuous and pre-planned. The workshop met for six days spanning a Thursday, Friday, Monday, Tuesday, Wednesday, Thursday. Each day the workshop began at 9:00 A.M. and ended at 4:00 P.M., with an hour off for lunch. This schedule produced intensity and facilitated group cohesiveness and contact around the topic of gender roles.

Media and Stimulus Diversity

Lectures and audio-video media were used continuously throughout the workshop as part of the stimulus diversity (See Figure 1). Stimulus diversity was defined as using multiple teaching modalaties and alternating frequently the stimulus of learning. For example, a brief lecture was immediately followed by a self assessment experience, then a period of reflection or small group discussion, and then a musical recording or movie clip emphasizing the same content in a different way. After a series of stimuli, the workshop members discussed how the process impacted them conceptually, emotionally, and personally. The workshop leaders modeled self disclosure to legitimatize personal sharing and build group support.

The media was used in different ways for multiple purposes. Popular and classical music was played to set the atmosphere during the workshop. Some music introduced topics or brought closure to important ideas presented. Music videos

were played to raise critical questions about sexism and gender role conflict. Specific movie clips were selected to portray specific gender role conflicts evident in popular movies. There was humor, drama, and intensity in these edited movie scenes. All media was carefully reviewed in advance and introductions and closing statements were usually prepared to assure maximum impact. Many times the movie clips served as the stimulus for large and small group discussions as well as personal disclosures.

Workshop Dimensions, Processes, Norms, and Leaders' Roles

Figure 1 gives the workshop dimensions, content, and processes over the six days. The day-by-day group dynamics of Workshop I and II are summarized in O'Neil and Roberts Carroll (1987). Specific dimensions of the workshop are best described as content dimensions, process dimensions, workshop norms, and leaders roles.

Content and Process Dimensions. Content dimensions of the workshop included all cognitive information presented, whereas process dimensions are specific behaviors encouraged and the techniques used to elicit these behaviors. In a workshop like this, content and process become blurred and sometimes the process becomes content and vice versa.

Five content dimensions of the workshop were used including: 1) articulated workshop norms; 2) assigned readings, library resources, published workshop manual; 3) established gender role curricula, themes, and vocabulary, 4) theories and research on gender roles; 5) selectively chosen media, music, and movie clips. These dimensions gave participants a common knowledge base to discuss their gender role socialization and conflict. The music and media produced emotional sensitizations and the theory-research sources collated what we know empirically about gender roles.

Thirteen process dimensions provide greater insight into the actual dynamics of the workshop. The leaders modeled and encouraged the following process

dimensions: 1) self assessment of gender role conflict; 2) personalization of content; 3) personal disclosure about gender role socialization; 4) emotional expression; 5) intellectual agruments and statements; 6) non violent interactions; 7) mutual support; and 8) careful listening. These eight process dimensions were encouraged by the following process variables: 1) stimulus diversity of teaching and media; 2) use of small and large group discussions; 3) processing large group dynamics; 4) comprehensive assessments and evaluations; and 5) numerous experiential activities such as a guided imagery trip of early gender role socialization (See O'Neil & Roberts Carroll, 1987).

Articulated Workshop Norms. Established workshop norms gave participants vantage points to assess their involvement in the workshop and legitimatized a wide variety of means of self expression. Thirteen norms were established early in the workshop. For example, participants were encouraged to find personal comfort and safety in the workshop environment. Freedom of movement and self expression were given high priority. Interpersonal respect (O'Neil & Wrightsman, 1987) was recommended as a positive norm for interpersonal interaction. There was permission given for both emotional and intellectual expression. Personal non violence was established as a norm that would be monitored and enforced. Participants were encouraged to develop alliances between each other and within themselves to support their own gender role journey. Self assessment and self disclosure were encouraged and modeled by leaders. Appropriate, meaning non violent, expressions of anger were established as legitimate. The learning norms indicated that the workshop could be experienced personally, professionally, and politically. Participants were encouraged to give each other support, to listen carefully, to "track" the group process, and to monitor their "talk time" in the group. Leader availability and constant evaluation gave participants security that the leaders were aware of what was happening and available if they needed personal attention.

Workshop Leader Roles. The workshop design required a wide range of roles and skills for the leaders. The multiple roles and functions described below demonstrate how easily one can become role conflicted with this workshop design. The leaders were primarily teachers as they balanced content and process oriented learning simultaneously. This balancing of content and group process was accomplished by constant decision making about how to integrate cognitive content with the media, music, and movie clips. Introducing structured group exercises and the facilitation of group dynamics were also continuous for the workshop leaders. Personal self disclosure by the leaders modeled aspects of the gender role journey for participants. Leaders constantly identified and worked with personal power, control, and competition issues that emerged in the group dynamics. Moving from cognitive content to personal process instantanously with 25 - 30 human beings required constant assessments, evaluations, and interpretation of the overall group dynamics in the context of the workshop goals. Decision making on what content to emphasize and when, required insight into the group's personality and calculated risk taking. The leaders also prepared refreshments, maintained media equipment, and served as the daily clean-up crew of the learning environment.

Needs Assessment Data

A pre-workshop needs assessment was administered through the mail to measure participants expectancies, needs, and attitudes about gender roles. These data were gathered to better understand the participants and allow for direct input into the workshop design. The needs assessment documented the participant's expectancies and sensitized them to what they might gain from the workshop.

The results of the needs assessment for Workshop I and II are found in O'Neil and Roberts Carroll, (1987). A review of all needs assessment data for the three workshops indicate that participants reported the following: (1) viewing gender roles issues as mental health issues; (2) wanting to learn more about themselves

in the workshop; (3) wishing to learn concepts and express themselves through self disclosure; (4) wanting for media and music to be used to explicate critical points in the workshop; (5) desiring small group discussions and a balance between lectures, discussion, and experiential activities; (6) anger about sexism and gender role issues; (7) wanting to hear other people's biases, values, and personal experiences during the workshop.

Data Analysis of Follow-up Evaluations

The data collected was nonexperimental and descriptive in nature. Evaluations of all participants were conducted during and immediately after the workshop as well as over one and three months intervals after the workshop. Additionally, Workshop I was followed up two years after the workshop and Workshop II was followed up one year after the workshop. Workshop members responded to five point Likert scaled and open-ended questions on how the workshop affected them personally, professionally and politically. The five point Likert scaled ranged from strongly agree (5) to strongly disagree (1). Personal attitudes, feelings, and behaviors were assessed using this format. Group means were calculated for each item of each workshop representing the degree that participants agreed or disagreed with the statements during and after the workshop. Percentage agreement on items was calculated by summing all participants who answered questions with agree (4) or strongly agree (5).

Results

Daily Evaluations

Workshop participants filled out daily questionnaires rating the morning and afternoon sessions using a scale of very positive to very negative. The questionnaire also collected comments on how to improve the workshop as well as what participants gained or could put into practice. This daily feedback was used to structure the next day's activities and to capture the individual and

collective process of the workshop. Extensive summaries of these dailey evaluations are found elswhere (O'Neil & Roberts Carroll, 1987) and only overall insights are discussed below.

The daily evaluations indicated that the participants were aroused, emotional, and involved in both the content and process of the workshop. As expected, there was some variation to participants' reactions to the diverse activities. The stimulus diversity was received well by the participants and they wanted both small and large group discussions. Conflicts between leaders and participants as well as among participants occurred as the workshop process evolved. The participants observed conflict in the workshop dynamics and were encouraged to work through the conflict constructively without harming others. The content and media kept the workshop moving with special times scheduled for self disclosure, humor, sharing, and group process. The evaluation data indicated each workshop felt a community atmosphere in the workshop; with the first workshop being more cohesive and intense than the second or third.

Evaluation Immediately After the Workshop

Respondents were asked thirty-one questions evaluating the course using a Likert scale of strongly agree (5) to strongly disagree (1). The return rate was 99% for all workshops and similar findings were reported. Three items showed 100% agreement by respondents. Workshop members unanimously agreed that they: 1) learned from other people's self disclosure, 2) reflected on their early years during the workshop, 3) would recommend the workshop to others. Six other items indicated between 76% - 100% agreement. Over three quarters of the respondents indicated that: 1) the self disclosure was a significant experience, 2) the workshop helped them understand their gender role socialization, 3) increased awareness of how gender roles change over the life cycle, 4) the media helped them better understand their gender role socialization, 5) a desire to read more about gender roles, 6) plans to implement both personal and professional action plans.

Additionally, 92% of students in Workshop I and 80% in Workshop II and 53% in Workshop III reported crying during or after the workshop sessions because of personal pain. Another question indicated that 85% of the respondents in Workshop I, 60% in Workshop II, and 52% in Workshop III reported that the workshop had impacted their relationship with the most intimate person in their life. Members of Workshops I and II decided to have one-day reunions in September, underscoring the feelings of support experienced during the workshops.

Evaluation Over One and Three Month Intervals

A 53 item evaluation questionnaire was sent to participants at one and three month intervals assessing their reactions and attitudes about the workshop. Return rates for the one month follow-ups were 93%, 85%, and 90% for Workshop I, II, and III respectively. Return rates for the three month follow-ups for Workshop I and II were 67% and 37%. Overall return rate for all workshops indicated that 89% of the participants gave their reactions over a one month period and 52% over the three month period. Three month follow-ups for Workshop III are currently being collected and not included in this analysis.

Table 2 shows means and percentage agreement for ten selected items for Workshop I, II, and III over a one month period and means and percentages for Workshop I and II over three month period. The results of Question 1

INSERT TABLE 2 ABOUT HERE

indicate unanimous agreement from participants on learning about themselves from the workshop over one and three month periods. The only exception to this agreement was that Workshop III agreed 89% to learning about themselves over a one month period. Question 2 found between 88% - 100% agreement that the workshop helped participants better understand their socialization experience over both time periods. Question 3 found 84%, 57%, and 52% of the participants indicating

feelings of emotional pain from the workshop over a one month period. Over a three month period, the percentages dropped to 77% and 70% for Workshop I and II. Another indicator of the affective reactions to the workshop was assessed by asking participants if they had cried since the workshop because of pain experienced during the workshop (Question 4). Over a month period, 64%, 38%, and 19% agreed they had cried because of pain experienced in the workshop, and over a three month period 61% and 20% indicated crying had occurred. Additionally, 88%, 76%, and 78% of respondents indicated that personal self disclosures during the workshop continued to impact them after one month (Question 5). Over the three month period, percentage agreement on the impact of disclosures increased in Workshop I to 94% and decreased in Workshop II to 50%. Questions 6 and 7 assessed how the workshop affected participant's intimate and family relationships. Between 59% and 90% of the participants over both time periods, indicated that the workshop had impacted their relationship with the most intimate person in their life (Question 6). Between 76% and 100% of the participants indicated greater understanding of their relationship with their parents from the workshop over both time periods (Question 7). Between 88% - 100% of the respondents indicated that their sensitivity had increased on how gender role stereotypes damage men and women (Question 8). Question 9 assessed whether the workshop altered participants' views of male-female relationships. Sixty-eight, 86%, and 69% in the one month follow-up and 88% and 100% in the three month follow-up agreed that their views had been altered. Finally, 80%, 81%, and 74% of the participants indicated over a one month period that they felt more empowered to affect change with gender role conflict in people's lives, whereas 94% and 90% agreed to this over a three month period. Additional follow-up questions over one and three month time periods are found in O'Neil and Roberts Carroll (1987).

Evaluation of Participants in Workshop I and II Over One and Two Year Periods

Workshop I members were followed up two years after the workshop and Workshop II members were followed up one year after the workshop. Both groups were asked about the impact of the workshop in their lives and whether they had implemented any of their personal, professional, or political action plans written on the last day of the workshop.

For Workshop I, 21 of the 25 participants were located and 17 responded to the two year follow-up questionnaire yielding a 80% return rate. For Workshop II, 25 of the 27 participants were located and 17 responded to the one year follow-up questionnaire yielding 68% return rate. Sixty five percent of the members of Workshop I and II were assessed either one or two years after the workshop.

The results of these follow-ups indicate that many of respondents reported implementing some of their action plans. For example, 100% of Workshop I members and 82% of Workshop II member indicated they had implemented some of their personal action plans. Additionally, 94% of Workshop I and 70% of Workshop II indicated they had implemented some of their professional action plans. Lastly, 50% of Workshop I and 29% of Workshop II indicated they had implemented some of their political action plans. Another question asked respondents whether the workshop continues to impact their lives. All respondents in Workshop I indicated that the workshop continues to impact their life over a two year period. Eighty-eight percent of respondents in Workshop II indicated that the workshop continues to impact their life over a one year period. Finally, 47% of Workshop I and 56% of Workshop II indicated that they would attend a workshop reunion of all adults who had taken the workshop over the last three years.

Discussion

The workshop encouraged adults to discuss concepts and experiences pertinent to the gender role journey. The needs assessment data showed that the participants enrolled in the workshop to learn more about themselves and wanted

both a workshop content and process. Also, participants reported their anger about gender role issues and wanted to express themselves through self disclosure. Participants were asked to read specific papers as background to the topic of gender roles. The participants were asked to experience the gender role journey at different phases of the continuum described in Table 1. The continuum allowed participants to make personal assessments of their feelings, thoughts, and behaviors in a supportive atmosphere. Positive regard for individual differences, self disclosure, and personal support were established as group norms. The leaders established the norm that there would be no victims or violence in the group process. It was established that interpersonal conflict and anger about sexism was possible but not at other participants's expense. Workshop members were encouraged to map their own gender role socialization and share their journey with each other. Also, each person was encouraged "to be a bridge for someone else", recognizing that support is needed as long as we live in a sexist society. Participants were encouraged to seek nonviolent alliances within themselves and with each other to resolve past pain around gender role conflict and sexism.

The workshop experimented with stimulus diversity using dimensions and curricula in Figure 1. The learning environment was carefully prepared in advance and personal comfort and contact was given priority. The leaders modeled interpersonal cohesion, self disclosure, and personal risk taking during the early parts of the workshop. A gender role vocabulary was established that allowed participants to discuss their own gender role journies. There was an integration of theory and research on gender roles, encouragement to personalize the content, and pragmatic questions about what could be done about sexism personally, professionally, and politically through personal action plans (See Figure 1, Day 6). An underlying workshop theme was that alliances between men and women were possible and could be a "corrective emotional experience".

Overall, the data collected indicated that the participants were moved by the intensity of the workshop and reported the process to be useful and helpful to them. Written disclosures on the follow-up questionnaires indicated that some participants reported the workshop to have a healing effect in their lives. For others, the workshop elicited "unfinished business" from the past as well as new insights into future possibilities.

Workshop I, II, and III differed in their interpersonal intensity and group dynamics. Workshop I was more intense, cohesive, and personal than Workshop II and III. The difference may be explained by more than half of Workshop I participants having previous contact with each other, whereas Workshop II and III participants were virtual strangers to each other. On the other hand, there were also commonalities in the impact of the workshops as shown in Table 2. Most notably was the power of the personal disclosures, the need for community support, and expressions of personal pain from the violence of sexism. Overall, the workshop legitimatized participants' personal struggles, conflicts and action plans.

The participant's strong endorsement of the workshop raises questions about the validity of the results and the limitations of self report surveys. We wondered how the evaluations were affected by the workshop being a graded course with minimal formal evaluation. Was there an emotional "response set" that affected the respondent's evaluation of the workshop content and process? Another limitation of the evaluation data was the 52% return rate for the three month follow-up period for Workshop I and II. We were unable to ascertain how those not responding were affected over the three month follow-up period. Future evaluations could include assessment of response bias and specific behaviors of participants after the workshop. Additionally, controlled and experimental studies of the workshop's impact could be designed and implemented.

The leaders learned much about themselves by introducing others to the gender role journey. We learned how valuable needs assessment and evaluation data can be in responding to collective group needs and understanding complex gender role dynamics. In all three workshops, the daily evaluations allowed us to change our predetermined schedule to accommodate for lowering or heightening the workshop intensity or taking time to "clear the air" on personal issues that could have sabotaged the entire process. We learned how impactful prepackaged media can be in helping participants make personal assessments and promoting self exploration. It was renewing to see how much self disclosure and soul searching can occur when supportive conditions exist. We also learned how important being available to participants can be after sessions and the weeks after the workshop. From our experience, workshop leaders should be available for "after care" and special support for those needing it.

The workshop is one example of how research and theory on gender roles can be translated to therapeutic experiences for adults. Helping men and women build alliances within themselves and with each other is important in the ongoing gender role dialogue. Counselors and psychologists, committed to more humane relationships between the sexes, have much to offer adults through preventive programs that encourage mutual alliances in the gender role journey and the prevention of sexism (Albee, 1981).

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TABLE 1

GENDER ROLE JOURNEY CONTINUUM[1]

_____ PHASE 1 - Acceptance of Traditional Notions of Men, Women, Masculinity, Femininity and Gender Roles.

- Accepts stereotypic notions of masculinity and femininity
- Endorses restricitive view of gender roles
- Endorses strength, restrictive emotionality, control, power for men
- Endorses warmth, expressiveness, nurturance, passivity for women
- Unaware of how restrictive gender roles limit human potential

_____ PHASE 2 - Ambivalence About Gender Roles.

- Experiences dissatisfaction with stereotypic notion of gender roles
- Exposure to people or ideas that cause questioning about gender roles
- Increase awareness of restrictive nature of gender roles
- Some fear of what gender role alternatives might mean
- Vacillation between the safety and security of stereotypic ideas and excitement and anxiety of changing gender roles
- Confusion and lack of clarity about gender roles and sexism

_____ PHASE 3 - Anger.

- Negative emotions directed at the prevailing social norms, institutions, and individuals who have reinforced sexism and encouraged the stereotypic socialization experiences of males and females
- Emotions sometimes inappropriately expressed
- May restrict circle of friends to those who can accept the anger

_____ PHASE 4 - Activism.

- Implement changes in one's own life that are less restrictive because of gender roles
- Commits to social-political-educational course of action
- Activities may confirm or disconfirm correctness of new conceptualization of gender roles and sexism

_____ PHASE 5 - Celebration and Integration of Gender Roles.

- Awareness of new satisfaction and rewards, previously not possible when viewing self and world in a restrictive and stereotypic way
- Anger has been integrated
- Experiences gender role freedom
- Able to accept people at different stages, consciousness around gender roles and sexism
- Continued activism to educate around gender roles and decrease sexism in people's lives

Figure 1

Workshop Dimensions[1]	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Themes	- Workshop Norm, Goals, Expectancies - The Gender Role Journey	- Research on Sex Differences, Gender Role Socialization, Stereotyping	- Patterns of Men's and Women's Gender Role Conflict	- Adult Life Cycle - Gender Role Transition and Themes	- Family Socialization and Life - Mothers, Fathers, Sons and Daughters	- Personal Restriction and Devaluation - Action Plans and Goals - Summary of Workshop - Community Lunch - Closure and Goodbyes
Lecture Topics	- Rationale for Workshop - Summary of Need Assessment Data - Gender Role Vocabulary - Pleck's (1981) Sex Role Strain Analysis - Violence and Sexism - The Gender Role Journey Continuum - Leader's Disclosure on Gender Role Journey	- Research on Sex Difference and Gender Role Socialization - Gender Role Restrictions, Devaluation, and Violations	- Men's Patterns of Gender Role Conflict - Men's Fears of Femininity and masculine mystique - Women's Patterns of Gender Role Conflict - Leader Disclosure on Patterns of Gender Role Conflict	- Adult Life Cycle Stages - Gender Role Transitions and Themes	- Family Violence in the U.S. - Marvin Gaye's Life and Death - Leader Disclosure - Father-Daughter Relationships	- Developing Action Plans - How to Use the Workshop Content - Reentry Issues and Problems
Music-Media Used	Music - Concerto #1 in A Minor (Bach) - Airport - Four Seasons (Vivaldi) Music Videos - Born in the U.S.A. - Dancing in the Dark (Bruce Springsteen) - Interview with Bruce Springsteen	Movie - Nine to Five	Music - Free to Grow - Feeling Better (Holly Near) Movies - Tootsie Superman III	Music - American Tune - Bridge Over Troubled Water (Simon and Garfunkel) Movies - Kramer vs. Kramer	Music Videos - Marvin Gaye - Motown - What's Going On - Sexual Healing (Marvin Gaye) - Missing You - Diana Ross Movies - On Golden Pond - Ordinary People	Music Video - Stop in the Name of Love (Hollies) Music - Power (Holly Near)
Structured Exercise	- Guided Imagery -- Recalling Past Gender Role Socialization	- Sex Difference Checklist - Identifying Gender Role Stereotypes Exercise	- Gender Role Conflict Inventory	- How to Improve Male-Female Relationships Activity	- Gender Role Restrictions and Devaluation Assessment Questionnaire	- Generating Action Plans and Goals Activity
Large or Small Group Discussion	- Large Group Disclosures and Discussion About Guided Imagery Experience	- Small Group Exercise - Identifying Gender Role Stereotypes - Large Group Discussion of Identified Stereotypes	- Large Group Discussion of Patterns of Gender Role Conflict	- Small Group Discussion - Improving Male-Female Relationships - Large group Discussion - Improving Male-Female Relationships	- Small Group Discussion on Family Socialization	- Large Group Discussion on Future Plans and Goals

[1]Lecture materials, transparencies, and structured activities found in O'Neil & Roberts Carroll (1987).

TABLE 2

ONE AND THREE MONTH FOLLOW-UP MEANS AND PERCENTAGE AGREEMENT ON SELECTED QUESTIONS USING SCALE OF:

Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
5	4	3	2	1

	ONE-MONTH FOLLOW-UP						THREE-MONTH FOLLOW-UP					
	Workshop I[1]		Workshop II[2]		Workshop III[3]		Workshop I[4]		Workshop II[5]		Workshop III[6]	
	X	% Agree	X	% Agree	X	% Agree	X	% Agree	X	% Agree	X	% Agree
1. I learned more about myself from the workshop.	4.7	100	4.4	100	4.7	89	4.7	100	4.7	100		
2. The workshop has helped me better understand my socialization process.	4.6	88	4.6	96	4.4	92	4.8	100	4.7	100		
3. Since the workshop, I have felt emotional pain from an issue(s) that emerged during the workshop.	4.2	84	3.2	57	3.0	52	4.2	77	3.3	70		
4. I have cried since the workshop because of pain I experienced during the workshop.	3.4	64	2.7	38	2.0	19	3.3	61	2.4	20		
5. The personal self disclosures during the workshop continue to impact me.	4.2	88	4.0	76	4.0	78	4.5	94	3.5	50		
6. The workshop has impacted my relationship with the most intimate person in my life.	4.1	84	3.9	71	3.4	59	4.3	88	4.0	90		
7. I have greater understanding of my relationship with my mother or father from the workshop.	4.2	84	3.9	76	3.9	77	4.6	100	4.1	80		
8. My sensitivity to how gender role stereotypes damage men and women has increased since the workshop.	4.6	100	3.7	100	4.3	96	4.6	88	4.7	100		
9. The workshop has permanently altered my view of male-female relationships.	3.9	68	4.0	86	3.7	69	4.4	88	4.5	100		
10. I feel more empowered to affect change with gender role conflict in people's lives.	4.1	80	4.1	81	3.7	74	4.3	94	4.1	90		

[1] sample size: N=25
[2] sample size: N=22
[3] sample size: N=27
[4] sample size: N=18
[5] sample size: N=10
[6] sample size: N=Data Not Collected Yet

Figure Caption

Figure 1. Dimensions and Curriculum of Gender Role Workshop.